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ABSTRACT

Internship is a vital experience for a student counselor, providing opportunities for application and integration of knowledge and skills. University supervision of school counseling interns is a complex task. This document, addressing a lack of articles on the pragmatism of this type of supervision work, provides two handbooks that show how to run a counseling internship program. Intended for university supervisors of school counseling internship programs, each handbook details the school counseling internship program at Eastern Washington University. The first handbook offers general and specific information on internships, including: policies and procedures; internship objectives, sites, requirements, and supervisors; ethical standards; assessment programs; liability insurance; disclosure statements; professional conduct; and client rights and responsibilities. The second handbook covers internship supervision. The topics treated here include program philosophy; general goals of the counseling program; internship objectives; required internship activities; necessary documentation; the master counselor role; and a comparison between internship and student teaching. Four appendices provide examples of self-reporting forms, a tape rating form, a weekly supervision report, quarterly assessment forms, and a copy of an internship agreement. (RJM)

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ED 378 503

School Counseling Internship

Organizational & Supervision Materials

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Introduction

Historically, professors in medicine and human services have viewed student internships as a critical training component of their programs (Bernard & Goodyear, 1992). In Counselor Education, the national accrediting body mandates an internship experience for all school counselor candidates (Council for Accreditation of Counseling and Related Educational Programs [CACREP], 1994). University supervision of school counseling interns is a complex task. This supervision involves both administrative and clinical supervisory duties (Bernard & Goodyear, 1993). Despite the vital nature of these supervisory duties, only two articles on the pragmatics of this type of supervision work have appeared in the professional literature (Pitts, 1992; Pitts, Miller, Poidevant, & Meyers-Arvin, 1990). The authors of both of these articles did an excellent job explicating the key structural elements of university supervision of school counselor interns. However, the "nitty-gritty" aspects of running a school counseling internship program were not covered. This document aims to fill this dearth in the literature.

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By "nitty-gritty," we mean the everyday processes that make up a counseling internship. For instance, questions such as the following:

1. How often in an academic quarter should a site-supervisor conduct a formal review of an intern's progress?

2. What materials should an intern include in their performance portfolio?

It is questions such as these that prompted us to put together this document for university supervisors of school counseling internship programs. The answers to these questions and others can be found in appendices. Here the reader will find copies of two handbooks that detail the school counseling internship program at Eastern Washington University (EWU) .

At EWU, the counselor education faculty designed their internship programs to meet and exceed the internship standards set by CACREP (1994). The internship handbook (see Appendix A) provides to students: (a) an overview of the internship program, and (b) specific information on internship policies and procedures. The supervision handbook (see Appendix B) communicates to both the intern and site supervisor the expectations and responsibilities of all parties involved in the internship program. Both appendices A and B contain a variety of forms that aid the concretization of internship procedures and relationships. Finally, CACREP standards require that a group supervision experience be part of any school counseling internship program (CACREP, 1994). Appendix C contains the syllabus

for the class designed to meet this requirement.

Conclusion

This document contains materials that detail the specifics on how to run a smooth functioning CACREP-style school counseling internship program. Research on the efficacy of this internship model versus other models would benefit the counselor education field.

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Appendix A:

Internship Handbook

Eastern Washington University
Department of Applied Psychology

Counseling Internship Handbook

For Students in the Counseling Program:
Mental Health Track
and
School Counseling Track

1/25/94

Internship Handbook

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Internship Policies and Procedures

1. Purpose and Goals

The purpose of this manual is to inform students about the goals of the internship, and policies and procedures governing the internship program. Students are expected to be thoroughly familiar with this manual.

The counseling internship plays a major part in the counseling student's professional development. The student must recognize and arrange to make the investment to achieve the goals of the internship. Internship provides a bridge between academic preparation and the applied setting.

The principal goal of the internship is to provide the student with a broad set of experiences as a practicing professional in a school or community agency under competent supervision. The intern will act as a practicing professional performing a broad range of professional and technical activity typically performed by regularly employed counselors in the setting. The student will be able to develop his or her knowledge and experiential base and technical skills to a high level.

The minimum internship requirements are set forth in the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP and/or WACs). Students are expected to set their own goals to meet and exceed these minimum requirements. Minimally the internship experience must include 600 total hours: 240 of those hours must be direct service to clients.

2. General Information

Schools and agencies typically do not pay interns. The department believes interns should be paid a stipend, and it is committed to working toward that objective. Work study support cannot be used as a stipend for an internship. Work study students desiring to work in their intern settings must put in their work study hours over-and-above their internship hours. Students employed by an agency or school should plan to do their internship in a different agency or school to obtain a broad experience.

Agencies offering internship opportunities differ in the kinds of experiences they can provide the intern. To maximize the internship experience, the student will need to give careful thought to the types of experience he or she desires. The student should decide which population she or he wants to work with primarily, e.g., adults, children and adolescents, geriatric adults, etc. The student will need to decide the nature of clients he or she wants to work with, e.g., marital and family issues, substance abuse and addiction, mental health problems, etc. And the student needs to determine if the particular internship setting will meet the requirements for any special licensure or certification desired, e.g., mental health or clinical counseling, AAMFT, etc. In general, it is best to consider a broader range of experiences rather than a narrow range.

The student may also desire to obtain some more specific professional experiences during the internship. For example, a student may want to gain experience in diagnostic testing. Or a student may want to get experience with some specialized therapy technique such as play therapy or art therapy. Being clear about these issues will help maximize the student's internship experience. It will be to the student's advantage to discover the possibilities for exposure to varieties of techniques and approaches offered in the agency.

The agency to which the student applies will be very interested in his or her goals. The agency will want to determine whether the student's goals fit within the mission and supervision capability of the agency. A student with clear goals is seen as more mature, motivated, and self-

directed than a student with vague goals. When the student's goals are known, the agency can work with the student to develop the kinds of experiences needed to meet the goals.

All of this does not mean the student must prematurely commit her or himself to a professional career, and make irreversible choices. Rather it emphasizes that, as in all learning, goals help structure learning experiences.

3. Student Responsibility

The internship imposes important responsibilities on the student. The student competes for intern positions with students from other training programs. To compete successfully, the student needs to develop a clear set of objectives to be met and to actively follow the procedures and time lines set forth to secure a placement. The department does not guarantee an internship, but does develop agreements with agencies and schools permitting students to apply. The department will actively support and facilitate the student's search for an internship. The student will work within the framework of these procedures and the agreements the department has established with schools and agencies.

The student needs to prepare a resume and a formal letter of application to the school/agency selected, and anticipate an interview by the school/agency.

The internship is a three-way agreement between the student, the department, and the participating school or agency. When the student has accepted an intern position, it is expected that he or she will honor the conditions and arrangements to which he or she has agreed by accepting the position. The student, therefore, needs to become familiar with the programs, policies, and practices of the agency or school. Once an internship position has been accepted by the student, changes in internship setting are discouraged. No changes will be accepted by the department unless there is a compelling reason, and the changes have been approved in writing by the agency and the department.

The intern shall determine that the agency/school professional liability insurance covers the interns' activities. If not, the intern shall obtain his/her own insurance. The student is responsible for arranging his/her own liability insurance protection. The university, department and/or department faculty shall not be held responsible for providing insurance coverage, and shall not be held liable for any action brought against the intern by a client, anyone associated with the client or by the agency or school, or anyone associated with the agency or school.

3A. The student needs to familiarize her or himself with all the materials in this packet. The contents are:

1. A brief guide for the student to use for developing his or her objectives for the internship.
2. Flow Chart specifying student activities and time lines for completing activities.
3. CACREP Minimum Standards and WAC Codes for School Counseling Interns.
4. List of Schools and Agencies offering internships.
5. A copy of the AACD Ethical Standards.
6. Copies of forms used to evaluate the intern's progress and performance.
7. Professional Liability Insurance Disclaimer to be read and signed by the student and returned to the Internship Coordinator.
8. A copy of a Client Disclosure Statement and Assurance of Professional Conduct Statement.
9. Internship Log

3B. Major Student Activities for Arranging the Internship

* 1. Formulate internship objectives and review with advisor.

* 2. Identify potential sites based on objectives from pre-approved agencies or schools.

3. Prepare professional resume and letter of application.

4. Initiate background check process. (Explanation found in "General Information" section.)

5. Arrange for and visit prospective sites.

** 6. Select site

** 7. Formally apply for internship at selected site.

8. Interview for intern position as needed.

** 9. Formal acceptance of position offered.

** 10. Report for duty.

* Notification or advice and consultation of advisor needed.
** Notification or consultation and approval of Internship Coordinator needed.

3C. Background Checks

Interns working in schools and mental health interns working with children must submit to a background check and fingerprinting. The background check must be completed before beginning the internship.

4. Site Selection Considerations

Some students may desire to complete an internship in more than one setting. The standard internship experience is a half-time position (20 hours per week) for 3 consecutive quarters. Students desiring internships in 2 settings will need to commit to 2, half-time positions in one year, or take 2 years to complete both internships.

Employed school personnel must do their internship in a setting in which they are not employed.

The counseling faculty will assist in directing students to the schools or agencies consistent with student goals.

The site must allow interns to become familiar with a variety of professional activities other than direct services. Students must be able to obtain supervised experience in the use of professional resources such as appraisal instruments, computers, media, research, and professional literature. Approved internship sites must allow the student to record client interactions by audio and/or videotape for supervision purposes.

Policies Governing Internships

Policy 1: Eligibility

Students must have successfully completed 45 quarter hours of graduate study in counseling and the counseling practicum to be eligible for internship. The 45 quarter hours must include the following core courses and counseling foundations courses:

APSY 504	Theories of Human Development
APSY 541	Group Processes
APSY 542	Career Development
APSY 546	Group Counseling
APSY 544	Counseling Theory and Techniques
APSY 545	Advanced Appraisal Techniques
APSY 548	Counseling Children and Adolescents
APSY 569	Family System and Parent Education
APSY 695	Counseling Practicum
APSY 540	Education Counseling Systems (for school counselors only)

Policy 2: Enrollment

Students must be enrolled in APSY 697, Internship, for each quarter they are interning. During each quarter of the internship, the student shall attend an internship seminar conducted by the Internship Coordinator. The seminar will meet weekly for 1 1/2 hour. The purposes of the seminar shall be:

a. case conferencing/group supervision;

b. to share information about site experiences;

c. to discuss relevant professional issues or problems arising during the internship;

d. to supplement the internship experience by consultation and/or presentations of specialized topics and research;

e. to integrate and apply content and experiences from the academic program to the internship experience.

In addition, for school counseling interns, WACs specify 12 hours of observational consultation with the Internship Coordinator, or designated university representative.

Policy 3: Completion

Students eligible for internship must complete the internship in either their 1st or 2nd year of eligibility (within 2 calendar years). The student must be enrolled in APSY 697, Internship, during each quarter in which they intern.

Policy 4: Supervision

Interns shall receive a minimum of one hour per week of individual supervision by the clinical supervisor on-site.

The intern's primary resource person on site is his/her clinical supervisor. Site supervisors must have a minimum of a Master's degree in the program emphasis area and appropriate certificates and/or licenses. Additionally, they must have at least two years of relevant post-masters professional experience, and be knowledgeable about the expectations and requirements of the

student's program emphasis. Supervisors must be familiar with procedures for evaluating interns. Supervision will include discussion of appropriate client assignments, counseling strategies, client assessment, and making client progress reports, as well as evaluating intern skills and knowledge base. Group supervision will also be provided.

The faculty Internship Coordinator provides administrative supervision to both the student and the clinical supervisor. The Internship Coordinator visits the internship site and contacts the clinical supervisor to assure that the necessary experiences and supervision are provided the intern. The Internship Coordinator also grades the internship experience.

Students will formally evaluate their clinical supervision at the end of the internship, in consultation with the Internship Coordinator.

Policy 5: Site Visitation

The student will receive an on-site visit by the Internship Coordinator at least once each quarter.

Policy 6: Competencies and Assessment

Interns will develop a portfolio to document skills and competencies.

The portfolio is to include a statement of each clinical objective the student develops, a description of the method or procedure for meeting the objective, and a summary of the activity(ies) which demonstrate the competency. A representative work sample (with client name blacked out) shall be in the portfolio to evidence competency. This is to be reviewed with the site supervisor who will sign off on each competency objective. Mental health intern competencies shall include:

1. intake and psychosocial history;
2. client assessment and problem(s) identification;
3. psycho-diagnostic testing;
4. DSM-III-R diagnoses;
5. development of therapeutic plans;
6. evaluating effectiveness of therapy;
7. effective referral-out procedure;
8. sample of one session and case summary notes or reports with critique;
9. case presentations;
10. effective transfer to other therapist and/or therapy termination plan and process;
11. special interventions (crisis intervention);
12. cross-cultural counseling/interventions;
13. community outreach/training program;
14. consultations;
15. other

School counseling interns will develop portfolios to reflect the following competencies specified by the attached WAC Codes.

1. initial interview, background information, problem identification;
2. sample counseling plan for individual counseling describing techniques appropriate to student's developmental level and socio-cultural background;
3. sample of one individual counseling session including session notes and assessment of the session effectiveness;
4. sample group counseling plan;
5. evaluation of the effectiveness of a group intervention;
6. example of counseling with student having exceptional needs;
7. example of counseling with students of ethnic or racial minorities;
8. special interventions (crisis intervention; referral to community agency, etc.);
9. sample of active participation in IEPs and MDTs;
10. sample of parent education program;
11. consultation with teachers and administrators;
12. community outreach/liaison with other agencies in counseling;
13. use of appropriate assessments;
14. case presentation;
15. presentation to students regarding high risk behaviors for prevention;
16. report of a contribution to understanding of an ethical issue or legal issue in the school;
17. other

Policy 7: Supervisor Assessments

Site supervisors will complete quarterly and final assessments of interns.

The quarterly and final assessment forms are included in this manual. The intern is to review each evaluation with the site supervisor. Both the intern and site supervisor are to sign the evaluation, and the intern shall submit the evaluation form to the Internship Coordinator before the end of each quarterly grading period. The evaluation forms, the portfolio and performance in the internship seminar will be used by the Internship Coordinator to grade the interns.

Policy 8: Documentation

Interns will document activity hours by completing an internship log.

A copy of the Internship Log is included with this manual. Students are to record their activity on the log. The site supervisor is to sign the log each month, and the log is to be maintained as part of the intern's portfolio to document completion of professional activity and hour requirements related to the program they are completing.

Policy 9: Involuntary Termination of the Internship

An intern may be suspended and/or terminated by the school or agency for cause. The intern may be immediately suspended upon a verbal conference with the site supervisor and Internship Coordinator, and terminated upon receipt of written notice to the intern and the Internship Coordinator.

An intern may be terminated by the school or agency for actions or conduct which:

a. places a client in or causes danger to a client, or others;

b. violates professional codes of ethics and/or laws governing the activities of the school, agency, and/or training program, e.g., AACD and/or APA and/or SPI codes of ethics; and/or WAC codes applicable to counselors.

c. interferes with the school or agency carrying out its functions, e.g., repeated tardiness or absences, refusal to accept or complete assignments, taking unauthorized initiatives, etc.;

d. engaging in activity outside of competencies without training and supervision, e.g., individual IQ testing;

e. deficient performances in areas of training and supervision;

f. violations of law pertaining to regulation of counselors and school personnel;

g. following repeated warnings about problem issues.

9A. Appeal
An intern who has been suspended or terminated may appeal the action to the counseling faculty. The faculty will meet with the agency which suspended/terminated the intern to explore possibilities for addressing agency concerns and to determine the possibility of having the student reinstated contingent upon the student and program satisfactorily remediating the area(s) of concern. The faculty may recommend the student be terminated from the training program for serious ethical violations or illegal behavior. The faculty will seek professional guidance from appropriate state licensing and/or certification boards in determinations to recommend termination from the training program. Faculty may direct the student in writing to take specific actions to remediate problems, issues or deficiencies which initially resulted in the suspension/termination.

Upon receiving the reviewing actions of the faculty, a student may appeal to an independent panel of five (5) members from the PEAB and Mental Health Advisory Board. The independent panel shall not include any member of the agency suspending/terminating the student or the counseling faculty in the Department of Applied Psychology. The Appeal Panel may recommend measures whereby the student may be requalified for reinstatement to the training program and/or to an internship. Students will then be reevaluated by the counseling faculty for reinstatement to the program, and/or assisted in developing a new internship setting. Students reinstated to an internship will be credited with objectives achieved prior to the suspension/termination.

9B. Reinstatement After Successful Appeal
Reinstating a student to internship will not be interpreted to mean the student returns to the agency which suspended or terminated the student. The student will be assisted in a new internship placement.

9C. Documentation of Suspension/Termination
A report of the intern's suspension and/or termination will be placed in the student's graduate file and removed only upon satisfactory performance to remediate the problem or issue to be decided by the Appeal Panel. If the student fails to remediate the problem or issue, the report may become a part of the student's permanent record.

9D. Termination of Student
An intern terminated from an internship may be terminated from the counseling training program.

Guide to Developing Internship Objectives

Your Name: _____

My major goal(s) is/are certification or eligibility as: _____

(e.g., School Counselor; Mental Health Counselor; AAMFT; other (specify)).

Client population desired is/are: _____

(e.g., Elementary Students, Secondary Students; Elementary & Secondary Students; Adults; Adolescents; Children; Couples; Families; other (specify)).

Rank order of problems I would like to experience during my internship.

(e.g., Adjustment/Coping; Personal Growth/Self-Enhancement; Abuse/Dysfunction; Psychiatric; Social Skills; Parenting; Vocational; other (specify)).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Counseling modalities/approaches I would like to experience: _____

(e.g., Brief Dynamic Therapy; Cognitive; Behavioral; Art/Play; Family Systems; Behavior Modification; Milieu/Ecological Interventions; Assessment/Diagnosis; other (specify)).

Other personal considerations:

Internship Planning Time Line

Student Activity		Objective	Time Line for Completion
1. Attend 1st Meeting		Orientation Receive Packet	8th Week, Fall Quarter
	<--		
2. Formulate Objectives Review with Advisor	-->	Identify Preferred Sites	
	<--		
3. Attend 2nd Meeting		Motivational	2nd Week, Winter Quarter
4. Prepare Resume Contact Prospective Sites	-->	Site Visitations	
	<--		
5. Attend 3rd Meeting	-->	Review Progress & Time Lines	4th Week, Winter Quarter
	<--		
6. Specify Site of Preference Obtain Application Materials Review with Advisor & Intern Coordinator	-->	Site Selected	7th Week, Winter Quarter
	<--		
7. Apply for Internship Position	-->	Application Submitted	
	<--		
8. Attend 4th Meeting			9th Week, Winter Quarter
9. Notify Intern Coordinator of Offer, Acceptance & Start Date	-->	Affiliation Agree- ments Negotiated	3rd-6th Week, Spring Quarter Placement Concluded

Requirements for Mental Health Counseling Internship

Mental Health Counseling students must complete a supervised internship of 600 clock hours, that is begun only after successful completion of the student's practicum (as defined in III.H). The internship provides an opportunity for the student to perform under supervision all the activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring. Requirements follow:

1. includes a minimum of 240 hours of direct service work with clientele appropriate to the program emphasis area;

2. includes a minimum of one (1) hour per week of individual supervision;

3. includes a minimum of one and one-half (1 1/2) hours per week of group supervision;

4. allows the student to become familiar with a variety of professional activities other than direct service work;

5. allows the student to obtain audio- and/or videotapes, for use in supervision, of the student's interactions with clientele appropriate to the program emphasis area;

6. allows the student to gain supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print, and nonprint media, professional literature, research, and information and referral to appropriate providers;

7. includes formal evaluation of the student's performance during the internship by a program faculty supervisor in consultation with the on-site supervisor;

8. is, if possible and appropriate, commensurate with the state (counselor) licensure and/or certification practicum requirements applicable in the state in which the program is housed.

Requirements for School Counseling Internship

School counseling internships require 1/2 time for 3 consecutive quarters of which 240 hours are direct contact hours. School counseling interns need experience in the following areas:

General skills demonstration by all candidates for certification. WAC 180-78-210. In field experience:

1. DIVERSE POPULATIONS. Work effectively with students of various backgrounds, including:
   a. exceptional needs, including those with handicapping conditions and the highly capable.
   b. racial and/or ethnic population other than the candidate's.

2. SCHOOL, HOME, AND COMMUNITY. Integrate education policies with the school, home, community by:
   a. participating in the design of activities that involve parents in the learning process of their children.
   b. using home and community resources to enhance the school program.
   c. working cooperatively with students, parents, colleagues, and community members in a professional manner.
   d. applying knowledge of school law to practices involving the school, home, and community.

General skills demonstration by all candidates for certification as ESAs. WAC 180-78-270. In field experience:

1. ASSESSMENT. Select, administer, and interpret assessments of students in matters related to counseling.
2. PROFESSIONAL PRACTICE. Apply knowledge of counseling to students in need of specialized services.
3. PROFESSIONAL ETHICS. Recognize ethical problems related to counseling and prescribe ethically acceptable solutions.

Field experience for all candidates for certification as ESAs. WAC 180-78-280. Observation and at least eight full weeks or equivalent (two hundred forty hours of on-the-job professional service) practice under the direct supervision of a certificated practitioner who is performing in the role for which the endorsement is sought, including demonstration by the candidate that he or she has:

1. the general skills required by WAC 180-78-210.
   a. DIVERSE POPULATIONS
   b. SCHOOL, HOME, AND COMMUNITY
2. general skills required by WAC 180-78-270 for educational staff associate.
   a. ASSESSMENT
   b. PROFESSIONAL PRACTICE
   c. PROFESSIONAL ETHICS
3. the specific skills required for all candidates for an endorsement as counselor as set forth in WAC 180-78-295.
   a. KNOWLEDGE OF THE FIELD
   b. INDIVIDUAL AND GROUP COUNSELING
   c. CONSULTATION AND REFERRAL
   d. ASSESSMENT AND DIAGNOSIS
   e. PROGRAM PLANNING, MANAGEMENT, EVALUATION
   f. PROFESSIONALISM

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Principal
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E. 9612 Cataldo
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Ms. Suzanne Besel
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Dr. Robert Quackenbush
Director
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EWU
Cheney, WA 99004

Frances Harland
Pastoral Services
Eastern State Hospital
Medical Lake, WA 99022

Dr. Jim Lord-Flynn
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Coeur d'Alene, ID 83814

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Samaritan Center
S. 3220 Grand Blvd
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Dr. Roger Harmon
Director of Clinical Trn.
Community Mental Health
S. 107 Division
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Dr. Shirley Bauer
Assistant Dean
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Mr. Dave Hutchins
Director
Youth for Christ
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Mr. Mark Cornelius
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NI Youth for Christ
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ETHICAL STANDARDS

American Association for Counseling and Development (As Revised by AACD Governing Council, March 1988)

PREAMBLE

The Association is an educational, scientific, and professional organization whose members are dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual and thus to the service of society.

The Association recognizes that the role definitions and work settings of its members include a wide variety of academic disciplines, levels of academic preparation, and agency services. This diversity reflects the breadth of the Association's interest and influence. It also poses challenging complexities in efforts to set standards for the performance of members, desired requisite preparation or practice, and supporting social, legal, and ethical controls.

The specification of ethical standards enables the Association to clarify to present and future members and to those served by members the nature of ethical responsibilities held in common by its members.

The existence of such standards serves to stimulate greater concern by members for their own professional functioning and the conduct of fellow professionals such as counselors, guidance and student personnel workers, and others in the helping professions. As the ethical code of the Association, this document establishes principles that define the ethical behavior of Association members. Additional ethical guidelines developed by the Association's Divisions for their specialty areas may further define a member's ethical behavior.

Section A: General

1. The member influences the development of the profession by continuous efforts to improve professional practices, teaching, services, and research. Professional growth is continuous throughout the member's career and is exemplified by the development of a philosophy that explains why and how a member functions in the helping relationship. Members must gather data on their effectiveness and be guided by the findings. Members recognize the need for continuing education to ensure competent service.

2. The member has a responsibility both to the individual who is served and to the institution within which the service is performed to maintain high standards of professional conduct as the member strives to maintain the highest levels of professional services offered to the individuals to be served. The member also strives to assist the agency, organization, or institution in providing the highest caliber of professional services. The acceptance of employment in an institution implies that the member is in agreement with the general policies and principles of the institution. Therefore the professional activities of the member are also in accord with the objectives of the institution. If, despite concerted efforts, the member cannot reach agreement with the employer as to acceptable standards of conduct that allow for changes in institutional policy conducive to the positive growth and development of clients, then terminating the affiliation should be seriously considered.

3. Ethical behavior among professional associates, both members and nonmembers, must be expected at all times. When information is possessed that raises doubt as to the ethical behavior of professional colleagues, whether Association members or not, the member must take action to attempt to rectify such a condition. Such action shall use the institution's channels first and then use procedures established by the Association.

4. The member neither claims nor implies professional qualifications exceeding those possessed and is responsible for correcting any misrepresentations of these qualifications by others.

5. In establishing fees for professional counseling services, members must consider the financial status of clients and locality. In the event that the established fee structure is inappropriate for a client, assistance must be provided in finding comparable services of acceptable cost.

6. When members provide information to the public or to subordinates, peers, or supervisors, they have a responsibility to ensure that the content is general, unidentified client information that is accurate, unbiased, and consists of objective, factual data.

7. Members recognize their boundaries of competence and provide only those services and use only those techniques for which they are qualified by training or experience. Members should only accept those positions for which they are professionally qualified.

8. In the counseling relationship, the counselor is aware of the intimacy of the relationship and maintains respect for the client and avoids engaging in activities that seek to meet the counselor's personal needs at the expense of that client.

9. Members do not condone or engage in sexual harassment which is defined as deliberate or repeated comments, gestures, or physical contacts of a sexual nature.

10. The member avoids bringing personal issues into the counseling relationship, especially if the potential for harm is present. Through awareness of the negative impact of both racial and sexual stereotyping and discrimination, the counselor guards the individual rights and personal dignity of the client in the counseling relationship.

11. Products or services provided by the member by means of classroom instruction, public lectures, demonstrations, written articles, radio or television programs, or other types of media must meet the criteria cited in these standards.

Section B:
Counseling Relationship

This section refers to practices and procedures of individual and/or group counseling relationships.

The member must recognize the need for client freedom of choice. Under those circumstances where this is not possible, the member must apprise clients of restrictions that may limit their freedom of choice.

1. The member's primary obligation is to respect the integrity and promote the welfare of the client(s), whether the client(s) is (are) assisted individually or in a group relationship. In a group setting, the member is also responsible for taking reasonable precautions to protect individuals from physical and/or psychological trauma resulting from interaction within the group.

2. Members make provisions for maintaining confidentiality in the storage and disposal of records and follow an established record retention and disposition policy. The counseling relationship and information resulting therefrom must be kept confidential, consistent with the obligations of the member as a professional person. In a group counseling setting, the counselor must set a norm of confidentiality regarding all group participants' disclosures.

3. If an individual is already in a counseling relationship with another professional person, the member does not enter into a counseling relationship without first contacting and receiving the approval of that other professional. If the member discovers that the client is in another counseling relationship after the counseling relationship begins, the member must gain the consent of the other professional or terminate the relationship, unless the client elects to terminate the other relationship.

4. When the client's condition indicates that there is clear and imminent danger to the client or others, the member must take reasonable personal action or inform responsible authorities. Consultation with other professionals must be used where possible. The assumption of responsibility for the client's(s') behavior must be taken only after careful deliberation. The client must be involved in the resumption of responsibility as quickly as possible.

5. Records of the counseling relationship, including interview notes, test data, correspondence, tape recordings, electronic data storage, and other documents are to be considered professional information for use in counseling, and they should not be considered a part of the records of the institution or agency in which the counselor is employed unless specified by state statute or regulation. Revelation to others of

counseling material must occur only upon the expressed consent of the client.

6. In view of the extensive data storage and processing capacities of the computer, the member must ensure that data maintained on a computer is: (a) limited to information that is appropriate and necessary for the services being provided; (b) destroyed after it is determined that the information is no longer of any value in providing services; and (c) restricted in terms of access to appropriate staff members involved in the provision of services by using the best computer security method available.

7. Use of data derived from a counseling relationship for purposes of counselor training or research shall be confined to content that can be disguised to ensure full protection of the identity of the subject client.

8. The member must inform the client of the purposes, goals, techniques, rules of procedure, and limitations that may affect the relationship at or before the time that the counseling relationship is entered. When working with minors or persons who are unable to give consent, the member protects these clients' best interests.

9. In view of common misconceptions related to the perceived inherent validity of computer-generated data and narrative reports, the member must ensure that the client is provided with information as part of the counseling relationship that adequately explains the limitations of computer technology.

10. The member must screen prospective group participants, especially when the emphasis is on self-understanding and growth through self-disclosure, The member must maintain an awareness of the group participants' compatibility throughout the life of the group.

11. The member may choose to consult with any other professionally competent person about a client. In choosing a consultant, the member must avoid placing the consultant in a conflict of interest situation that would preclude the consultant's being a proper party to the member's efforts to help the client.

12. If the member determines an inability to be of professional assistance to the client, the member must either avoid initiating the counseling relationship or immediately terminate that relationship. In either event, the member must suggest appropriate alternatives. (The member must be knowledgeable about referral resources so that a satisfactory referral can be initiated.) In the event the client declines the suggested referral, the member is not obligated to continue the relationship.

13. When the member has other relationships, particularly of an administrative, supervisory, and/or evaluative nature with an individual seeking counseling services, the member must not serve as the counselor but should refer the individual to another professional. Only in instances where such an alternative is unavailable and where the individual's situation warrants counseling intervention should the member enter into and/or maintain a counseling relationship. Dual relationships with clients that might impair the member's objectivity and professional judgment (e.g., as with close friends or relatives), must be avoided and/or the counseling relationship terminated through referral to another competent professional.

14. The member will avoid any type of sexual intimacies with clients. Sexual relationships with clients are unethical.

15. All experimental methods of treatment must be clearly indicated to prospective recipients, and safety precautions are to be adhered to by the member.

16. When computer applications are used as a component of counseling services, the member must ensure that: (a) the client is intellectually, emotionally, and physically capable of using the computer application; (b) the computer application is appropriate for the needs of the client; (c) the client understands the purpose and operation of the computer application; and (d) a follow-up of client use of a computer application is provided to both correct possible problems (misconceptions or inappropriate use) and assess subsequent needs.

17. When the member is engaged in short-term group treatment/training programs (e.g., marathons and other encounter-type or growth

groups), the member ensures that there is professional assistance available during and following the group experience.

18. Should the member be engaged in a work setting that calls for any variation from the above statements, the member is obligated to consult with other professionals whenever possible to consider justifiable alternatives.

19. The member must ensure that members of various ethnic, racial, religious, disability, and socioeconomic groups have equal access to computer applications used to support counseling services and that the content of available computer applications does not discriminate against the groups described above.

20. When computer applications are developed by the member for use by the general public as self-help/standalone computer software, the member must ensure that: (a) self-help computer applications are designed from the beginning to function in a stand-alone manner, as opposed to modifying software that was originally designed to require support from a counselor; (b) self-help computer applications will include within the program statements regarding intended user outcomes, suggestions for using the software, a description of the conditions under which self-help computer applications might not be appropriate, and a description of when and how counseling services might be beneficial; and (c) the manual for such applications will include the qualifications of the developer, the development process, validation data, and operating procedures.

Section C:
Measurement & Evaluation

The primary purpose of educational and psychological testing is to provide descriptive measures that are objective and interpretable in either comparative or absolute terms. The member must recognize the need to interpret the statements that follow as applying to the whole range of appraisal techniques including test and nontest data. Test results constitute only one of a variety of pertinent sources of information for personnel, guidance, and counseling decisions.

1. The member must provide specific orientation or information to the examinee(s) prior to and following the test administration so that the results of testing may be placed in proper perspective with other relevant factors. In so doing, the member must recognize the effects of socioeconomics, ethnic, and cultural factors on test scores. It is the member's professional responsibility to use additional unvalidated information carefully in modifying interpretation of these test results.

2. In selecting tests for use in a given situation or with a particular client, the member must consider carefully the specific validity, reliability, and appropriateness of the test(s). General validity, reliability, and related issues may be questioned legally as well as ethically when tests are used for vocational and educational selection, placement, or counseling.

3. When making any statements to the public about tests and testing, the member must give accurate information and avoid false claims or misconceptions. Special efforts are often required to avoid unwarranted connotations of such terms as IQ and grade equivalent scores.

4. Different tests demand different levels of competence for administration, scoring, and interpretation. Members must recognize the limits of their competence and perform only those functions for which they are prepared. In particular, members using computer-based test interpretations must be trained in the construct being measured and the specific instrument being used prior to using this type of computer application.

5. In situations where a computer is used for test administration and scoring, the member is responsible for ensuring that administration and scoring programs function properly to provide clients with accurate test results.

6. Tests must be administered under the same conditions that were established in their standardization. When tests are not administered under standard conditions or when unusual behavior or irregularities occur during the testing session, those conditions must be noted and the results designated as invalid or of

questionable validity. Unsupervised or inadequately supervised test-taking, such as the use of tests through the mails, is considered unethical. On the other hand, the use of instruments that are so designed or standardized to be self-administered and self-scored, such as interest inventories, is to be encouraged.

7. The meaningfulness of test results used in personnel, guidance, and counseling functions generally depends on the examinee's unfamiliarity with the specific items on the test. Any prior coaching or dissemination of the test materials can invalidate test results. Therefore, test security is one of the professional obligations of the member. Conditions that produce most favorable test results must be made known to the examinee.

8. The purpose of testing and the explicit use of the results must be made known to the examinee prior to testing. The counselor must ensure that instrument limitations are not exceeded and that periodic review and or retesting are made to prevent client stereotyping.

9. The examinee's welfare and explicit prior understanding must be the criteria for determining the recipients of the test results. The member must see that specific interpretation accompanies any release of individual or group test data. The interpretation of test data must be related to the examinee's particular concerns.

10. Members responsible for making decisions based on test results have an understanding of educational and psychological measurement, validation criteria, and test research.

11. The member must be cautious when interpreting the results of research instruments possessing insufficient technical data. The specific purposes for the use of these instruments must be stated explicitly to examinees.

12. The member must proceed with caution when attempting to evaluate and interpret the performance of minority group members or other persons who are not represented in the norm group on which the instrument was standardized.

13. When computer-based test interpretations are developed by the member to support the assessment process, the member must ensure that the validity of such interpretations is established prior to the commercial distribution of such a computer application.

14. The member recognizes that test results may become obsolete. The member will avoid and prevent the misuse of obsolete test results.

15. The member must guard against the appropriation, reproduction, or modification of published tests or parts thereof without acknowledgment and permission from the previous publisher.

16. Regarding the preparation, publication, and distribution of tests, reference should be made to:

a. "Standards for "Educational and Psychological Testing," revised edition, 1985, published by the American Psychological Association on behalf of itself, the American Educational Research Association and the National Council on Measurement in Education.
b. "The Responsible Use of Tests: A Position Paper of AMEG, APGA, and NCME," *Measurement and Evaluation in Guidance*, 1972, 5, 385-388.
c. "Responsibilities of Users of Standardized Tests," APGA, Guidepost, October 5, 1978, pp. 5-8.

Section D:
Research and Publication

1. Guidelines on research with human subjects shall be adhered to, such as:
   a. *Ethical Principles in the Conduct of Research with Human Participants*, Washington, D.C.: American Psychological Association, Inc. 1982.
   b. Code of Federal Regulation, Title 45, Subtitle A, Part 46, as currently issued.
   c. *Ethical Principles of Psychologists*, American Psychological Association, Principle #9: Research with Human Participants.
   d. Family Educational Rights and Privacy Act

(The Buckley Amendment).

e. Current federal regulations and various state rights privacy acts.

2. In planning any research activity dealing with humans subjects, the member must be aware of and responsible to all pertinent ethical principles and ensure that the research problem, design, and execution are in full compliance with them.

3. Responsibility for ethical research practice lies with the principle researcher while others involved in the research activities share ethical obligation and full responsibility for their own actions.

4. In research with human subjects, researchers are responsible for the subjects' welfare throughout the experiment, and they must take all reasonable precautions to avoid causing injurious psychological, physical, or social effects on their subjects.

5. All research subjects must be informed of the purpose of the study except when withholding information or providing misinformation to them is essential to the investigation. In such research the member must be responsible for corrective action as soon as possible following completion of the research.

6. Participation in research must be voluntary. Involuntary participation is appropriate only when it can be demonstrated that participation will have no harmful effects on subjects and is essential to the investigation.

7. When reporting research results, explicit mention must be made of all variables and conditions known to the investigator that might affect the outcome of the investigation or the interpretation of the data.

8. The member must be responsible for conducting and reporting investigations in a manner that minimizes the possibility that results will be misleading.

9. The member has an obligation to make available sufficient original research data to qualified others who may wish to replicate the study.

10. When supplying data, aiding in the research of another person, reporting research results, or making original data available, due care must be taken to disguise the identity of the subjects in the absence of specific authorization from such subjects to do otherwise.

11. When conducting and reporting research, the member must be familiar with and give recognition to previous work on the topic, as well as to observe all copyright laws and follow the principles of giving full credit to all to whom credit is due.

12. The member must give due credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to the research and/or publication, in accordance with such contributions.

13. The member must communicate to other members the results of any research judged to be of professional or scientific value. Results reflecting unfavorably on institutions, programs, services, or vested interests must not be withheld for such reasons.

14. If members agree to cooperate with another individual in research and/or publication, they incur an obligation to cooperate as promised in terms of punctuality of performance and with full regard to the completeness and accuracy of the information required.

15. Ethical practice requires that authors not submit the same manuscript or one essentially similar in content for simultaneous publication consideration by two or more journals. In addition, manuscripts published in whole or in substantial part in another journal or published work should not be submitted for publication without acknowledgment and permission from the previous publication.

Section E:
Consulting

Consultation refers to a voluntary relationship between a professional helper and help-needing individual, group, or social unit in which the consultant is providing help to the client(s) in defining and solving a work-related problem

or potential problem with a client or client system.

1. The member acting as consultant must have a high degree of self-awareness of his/her own values, knowledge, skills, limitations, and needs in entering a helping relationship that involves human and/or organizational change and that the focus of the relationship be on the issues to be resolved and not on the person(s) presenting the problem.

2. There must be understanding and agreement between member and client for the problem definition, change of goals, and prediction of consequences of interventions selected.

3. The member must be reasonably certain that she/he or the organization represented has the necessary competencies and resources for giving the kind of help that is needed now or may be needed later and that appropriate referral resources are available to the consultant.

4. The consulting relationship must be one in which client adaptability and growth toward self-direction are encouraged and cultivated. The member must maintain this role consistently and not become a decision maker for the client or create a future dependency on the consultant.

5. When announcing consultant availability for services, the member conscientiously adheres to the Association's Ethical Standards.

6. The member must refuse a private fee or other remuneration for consultation with persons who are entitled to these services through the member's employing institution or agency. The policies of a particular agency may make explicit provisions for private practice with agency clients by members of its staff. In such instances, the clients must be apprised of other options open to them should they seek private counseling services.

Section F:
Private Practice

1. The member should assist the profession by facilitating the availability of counseling services in private as well as public settings.

2. In advertising services as a private practitioner, the member must advertise the services in a manner that accurately informs the public of professional services, expertise, and techniques of counseling available. A member who assumes an executive leadership role in the organization shall not permit his/her name to be used in professional notices during periods when she/he is not actively engaged in the private practice of counseling.

3. The member may list the following: highest relevant degree, type and level of certification and/or license, address, telephone number, office hours, type and/or description of services, and other relevant information. Such information must not contain false, inaccurate, misleading, partial, out-of-context, or deceptive material or statements.

4. Members do not present their affiliation with any organization in such a way that would imply inaccurate sponsorship or certification by that organization.

5. Members may join in partnership corporation with other members and/or other professionals provided that each member of the partnership or corporation makes clear the separate specialties by name in compliance with the regulations of the locality.

6. A member has an obligation to withdraw from a counseling relationship if it is believed that employment will result in violation of the Ethical Standards. If the mental or physical condition of the member renders it difficult to carry out an effective professional relationship or if the member is discharged by the client because the counseling relationship is no longer productive for the client, then the member is obligated to terminate the counseling relationship.

7. A member must adhere to the regulations for private practice of the locality where the services are offered.

8. It is unethical to use one's institutional affiliation to recruit clients for one's private practice.

Section G:
Personnel Administration

It is recognized that most members are employed in

public or quasi-public institutions. The functioning of a member within an institution must contribute to the goals of the institution and vice versa if either is to accomplish their respective goals or objectives. It is therefore essential that the member and the institution function in ways to: (a) make the institutional goals explicit and public; (b) make the member's contribution to institutional goals specific; and (c) foster mutual accountability for goal achievement.

To accomplish these objectives, it is recognized that the member and the employer must share responsibilities in the formulation and implementation of personnel policies.

1. Members must define and describe the parameters and levels of their professional competency.

2. Members must establish interpersonal relations and working agreements with supervisors and subordinates regarding counseling or clinical relationships, confidentiality, distinction between public and private material, maintenance and dissemination of recorded information, work load, and accountability. Working agreements in each instance must be specified and made known to those concerned.

3. Members must alert their employers to conditions that may be potentially disruptive or damaging.

4. Members must inform employers of conditions that may limit their effectiveness.

5. Members must submit regularly to professional review and evaluation.

6. Members must be responsible for inservice development of self and/or staff.

7. Members must inform their staff of goals and programs.

8. Members must provide personnel practices that guarantee and enhance the rights and welfare of each recipient of their service.

9. Members must select competent persons and assign responsibilities compatible with their skills and experiences.

10. The member, at the onset of a counseling relationship, will inform the client of the member's intended use of supervisors regarding the disclosure of information concerning this case. The member will clearly inform the client of the limits of confidentiality in the relationship.

11. Members, as either employers or employees, do not engage in or condone practices that are inhumane, illegal, or unjustifiable (such as considerations based on sex, handicap, age, race) in hiring, promotion, or training.

Section H:
Preparation Standards

Members who are responsible for training others must be guided by the preparation standards of the Association and relevant Division(s). The member who functions in the capacity of trainer assumes unique ethical responsibilities that frequently go beyond that of the member who does not function in a training capacity. These ethical responsibilities are outlined as follows:

1. Members must orient students to program expectations, basic skills development, and employment prospects prior to admission to the program.

2. Members in charge of learning experiences must establish programs that integrate academic study and supervised practice.

3. Members must establish a program directed toward developing students' skills, knowledge, and self-understanding, stated whenever possible in competency or performance terms.

4. Members must identify the levels of competencies of their students in compliance with relevant Division standards. These competencies must accommodate the paraprofessional as well as the professional.

5. Members, through continual student evaluation and appraisal, must be aware of the personal limitations of the learner that might impede future performance. The instructor must not only assist the learner in securing remedial assistance but also screen from the program those individuals who are unable to provide competent services.

6. Members must provide a program that includes training in research commensurate with levels of role functioning. Paraprofessional and technician-level personnel must be trained as consumers of research. In addition, personnel must learn how to evaluate their own and their program's effectiveness. Graduate training, especially at the doctoral level, would include preparation for original research by the member.

7. Members must make students aware of the ethical responsibilities and standards of the profession.

8. Preparatory programs must encourage students to value the ideals of service to individuals and to society. In this regard, direct financial remuneration or lack thereof must not be allowed to overshadow professional and humanitarian needs.

9. Members responsible for educational programs must be skilled as teachers and practitioners.

10. Members must present thoroughly varied theoretical positions so that students may make comparisons and have the opportunity to select a position.

11. Members must develop clear policies within their educational institutions regarding field placement and the roles of the student and the instructor in such placement.

12. Members must ensure that forms of learning focusing on self-understanding or growth are voluntary, or if required as part of the educational program, are made known to prospective students prior to entering the program. When the educational program offers a growth experience with an emphasis on self-disclosure or other relatively intimate or personal involvement, the member must have no administrative, supervisory, or evaluating authority regarding the participant.

13. The member will at all times provide students with clear and equally acceptable alternatives for self-understanding for growth experiences. The member will assure students that they have a right to accept these alternatives without prejudice or penalty.

14. Members must conduct an educational program in keeping with the current relevant guidelines of the Association.

For further information write:
American Association for Counseling and Development
5999 Stevenson Avenue,
Alexandria, VA 22304
Formerly American Personnel & Guidance Association

SITE SUPERVISOR'S ASSESSMENT OF COUNSELING INTERN'S PERFORMANCE

Directions: Two weeks before the end of each academic quarter this form is to be used to assess the intern's performance during the counseling internship.

Name of Intern _____ Form Completion Date _____

Assessment Options

NA = Not Applicable A = Active Participant S = Satisfactory
P = Proficient D = Deficient

General Supervision Comments					
1. Demonstrates a personal commitment in developing professional competencies.	NA	A	S	P	D
2. Accepts and uses constructive suggestions to enhance self-development and/or counseling skills.	NA	A	S	P	D
3. Engages in open, comfortable, and clear communication with peers and supervisor(s).	NA	A	S	P	D
4. Recognizes own competencies and skills and shares these with peers and supervisor(s).	NA	A	S	P	D
5. Recognizes own deficiencies and actively works to overcome them.	NA	A	S	P	D
6. Completes case reports and records punctually and conscientiously.	NA	A	S	P	D
7. Acts in accord with agency mission, policies and procedures.	NA	A	S	P	D
8. Is sensitive to and comfortable with agency clients.	NA	A	S	P	D
The Counseling Process					
1. Researches the referral prior to the first interview.	NA	A	S	P	D
2. Keeps appointments on time.	NA	A	S	P	D
3. Begins the interview smoothly.	NA	A	S	P	D
4. Explains the nature and objectives of counseling when appropriate.	NA	A	S	P	D
5. Is relaxed and comfortable in the interview.	NA	A	S	P	D
6. Communicates interest in and acceptance of the client.	NA	A	S	P	D
7. Facilitates client expression of concerns and feelings.	NA	A	S	P	D
8. Recognizes and deals with positive and/or negative affect of the client.	NA	A	S	P	D
9. Is spontaneous in the interview.	NA	A	S	P	D
10. Uses silence effectively in the interview.	NA	A	S	P	D

The Counseling Process (cont.)

11. Is aware of own feelings in the counseling session.	NA	A	S	P	D
12. Communicates own feelings to the client when appropriate.	NA	A	S	P	D
13. Recognizes and skillfully handles the client's covert messages.	NA	A	S	P	D
14. Employs appropriate timing and use of different techniques.	NA	A	S	P	D
15. Initiates periodic evaluation of goals, action-steps, and process during counseling.	NA	A	S	P	D
16. Explains, administers, and interprets tests correctly.	NA	A	S	P	D
17. Terminates the interview smoothly.	NA	A	S	P	D

The Conceptualization Process

1. Focuses on specific behaviors and their consequences, implications, and contingencies.	NA	A	S	P	D
2. Recognizes and clarifies client's inconsistency.	NA	A	S	P	D
3. Uses relevant case data in considering various strategies and their implication.	NA	A	S	P	D
4. Is perceptive in evaluating the effects of own counseling techniques.	NA	A	S	P	D
5. Demonstrates ethical behavior in the counseling activity and case management.	NA	A	S	P	D
6. Bases decisions on a theoretically sound and consistent rationale of human behavior (i.e., personality dynamics, psychopathology).	NA	A	S	P	D

Additional Comments and/or Suggestions: _____

_____

_____

_____

Objectives for Next Evaluations: _____

_____

_____

_____ _____

Date Signature of Supervisor

My signature indicates that I have read the above evaluation and have discussed the content with my site supervisor. It does not necessarily indicate that I agree with it in part or in whole.

_____ _____

Date Signature of Intern

FINAL INTERN ASSESSMENT

FINAL ____

Directions: Site supervisor is to complete this form in duplicate. One copy is for the student; the other copy is for the EWU Internship Coordinator.

The areas listed below serve as a general guide for the activities typically engaged in during the counseling internship. Please rate the student on the activities listed below in which he/she has engaged using the following scale:

P-- Functions proficiently and/or independently.
S-- Functions satisfactorily and/or requires occasional supervision.
D-- Deficient in this area.
NA-- Not applicable to this internship experience.

Name of Intern

Signature of Supervisor

Site

Date

TRAINING ACTIVITIES

1. Intake Interview
2. Individual Counseling
3. Group Counseling
4. Couples Counseling/Family Counseling/Parent Education, etc.
5. Career Counseling
6. Assessment
7. Consulting/Training/Special Programs
8. Outreach/Community Work/Classroom
9. Report Writing
10. Case Conference/IEP
11. Supervision: Individual/Group
12. Counseling with Diverse Populations
13. Professional Development (please list)
14. Other (please list)

Note: Please use the space on the other side for any comments that would be helpful in assessing this student's progress. (Student may comment upon exceptions to ratings, if any.)

Compared with other graduate students in counseling at this level of training and experience, this student performs overall at the following level: (check one)

/ / 90th %tile / / 75th %tile / / 50th %tile / / 25th %tile / / 10th %tile

<---------->

Additional Comments: Please use the additional space below for any comments that would help us to evaluate this student's progress. (Student may comment upon exceptions to ratings, if any.)

Professional Liability Insurance Coverage During Internship

The importance of having sufficient professional liability insurance coverage during my Applied Psychology Internship experience was adequately explained to me. In addition, the possible negative personal and/or economic consequence resulting from not having such coverage during my internship was also adequately explained to me.

Sources for obtaining appropriate and sufficien. professional liability insurance coverage have been presented to me. Examples of such sources are: American Association for Counseling and Development and James Group Service, Inc. of Chicago, Illinois.

_____ _____

Name Date

Client Disclosure Statement

This statement is prepared in accordance with Washington State law regarding registered and certified counselors. The student therapist with whom you will work is not a registered counselor; his or her supervisor is a certified mental health counselor, certified school counselor, or a licensed psychologist.

According to state law, counselors must be either registered or certified through the Washington State Department of Health unless otherwise exempt. To be registered, a person fills out an application form and pays a fee. To become certified, a person fills out an application form and pays a fee, and he or she must also show proof of appropriate education and training. The intern must give the client written information that explains the type of counseling she or he will participate in; the methods or techniques that might be used; the therapist's education, training and experience; the cost of counseling sessions; and client rights and responsibilities.

Client Rights and Responsibilities

The client retains the responsibility for making choices in the management of his or her life, including the choice of therapist and of whether or not to continue in any particular counseling relationship. Should the client decide to withdraw from counseling, it is a recommended courtesy to notify the counselor of that decision.

The intern routinely will discuss all counseling interactions with a supervisor. Occasionally video- or audio-taped segments will be the focus of a training group consisting of supervisor and several counselor trainees. Outside of the training environment, confidentiality will conform to state guidelines; namely, the intern or supervisor or training group member will not disclose any information provided by the client during a counseling session unless:

The client gives written consent;
The information concerns certain crimes or harmful acts;
The client is a minor and the information acquired by the intern indicates the minor was the victim or subject of a crime, then the intern may testify at any proceeding wherein the commission of the crime is the subject of inquiry;
The client brings charges against the person registered or certified under the law;
The intern receives a subpoena to provide the information;
The intern has reasonable cause to believe that a child or adult dependent or developmentally disabled person has suffered abuse or neglect. Therapists are required to report such incidents to authorities.

Assurance of Professional Conduct

Thousands of people in the counseling profession practice their skills with competence and treat their clients in a professional manner. If the counselor deviates from the treatment agreed upon by client and counselor, the client has the right to question the change and to end the counseling if he or she so deems appropriate. There are some acts that are considered to be unprofessional. Clients experiencing such acts are encouraged to contact the Department of Health (206) 753-1761, Monday-Friday, 8:00 a.m. - 5:00 p.m.) to explore procedures for filing a complaint. The following situations are not identified to alarm the client, but are identified to help the client be an informed consumer of counseling services.

Abuse of a client or sexual contact with a client.
Incompetence, negligence or malpractice that harms a client or creates an unreasonable risk of harm to a client.
Willful betrayal of a practioner-client privilege as recognized by law.
The commission of any act involving moral turpitude, dishonesty or corruption relating to the practice of counseling. The act does not have to be a crime in order to be a violation of the law regarding counselors.
Practicing counseling while suffering from a contagious or infectious disease in a way that would pose a serious risk to public health.
Aiding a client to obtain an abortion through illegal means.
Possession, use or distribution of drugs except for a legitimate purpose, addiction to drugs or violation of any drug law.
Habitual use or impairment from the use of alcohol.
Misrepresentation or fraud in any aspect of the conduct of the profession.
Advertising that is false, fraudulent or misleading.
Offering to treat clients by a secret method, procedure or treatment.
Promotion for personal gain of any drug, device, treatment, procedure or service that is unnecessary or has no acceptable benefit to the client.
Conviction of any gross misdemeanor or felony relating to the practice of counseling.
Violation of a state or federal statute or rule that regulates counselors, including rules defining standards of practice for certified counselors.
Suspension, revocation or restriction on the registration or certification to practice the profession.
Aiding an unregistered or uncertified person to practice counseling when that person is required to be registered or certified.
Violation of the rebating laws which includes payment for referral of clients.
Interference with an investigation by use of threats, harassment against a client or witness to prevent them from providing evidence in a disciplinary or other legal action.

Counselors practicing counseling for a fee must be registered or certified with the department of licensing for the protection of the public health and safety. Registration of an individual with the department does not include a recognition of any practice standards, nor necessarily implies the effectiveness of any treatment.

_____ _____

Client Signature and Date Counselor Signature and Date

INTERNSHIP LOG

Directions:

1. Record the dates of each Week at the site where indicated.
2. Record the total number of hours per Week in each activity under the appropriate column.
3. Total the number of hours for the Week and indicate at the bottom of the Week column.
4. At the end of the Month, total the hours spent in each activity by adding the hours across each activity and indicate the total in the Monthly totals column. Report cumulative total.
5. Get the supervisor's signature. This is to be submitted to the EWU Internship Coordinator at the completion of each quarter of the internship.

Date: Mo /Yr

QUARTER ACTIVITIES AT SITE ( )	WEEK ___ FROM: TO:	WEEK ___ FROM: TO:	WEEK ___ FROM: TO:	WEEK ___ FROM: TO:	MONTHLY TOTALS
INTAKE INTERVIEW					
INDIVIDUAL COUNSELING					
GROUP COUNSELING					
COUPLES/FAMILY COUNSELING/PARENT EDUCATOR					
CAREER COUNSELING					
ASSESSMENT					
CONSULTING/STAFF TRAIN'ING/ SPECIAL PROGRAMS					
OUTREACH/ CLASSROOM COMMUNITY WORK					
REPORT WRITING					
CASE CONFERENCE/IEP MDT					
SUPERVISION: Received Individual/Group					
OTHER (List)					
WEEKLY TOTALS					

Cumulative Hours: _____

_____ Name of Intern

_____ Signature of Supervisor

EASTERN WASHINGTON UNIVERSITY
FINGERPRINT INSTRUCTIONS

The 1992 legislature passed ESHB2518 which requires a state and national fingerprint background check for all initial certificate applicants. This bill went into effect on June 11, 1992.

Before you write or type anything on the attached fingerprint cards, please read these instructions. Cards with missing or incomplete information will be returned to you.

Follow these steps in obtaining your fingerprints.

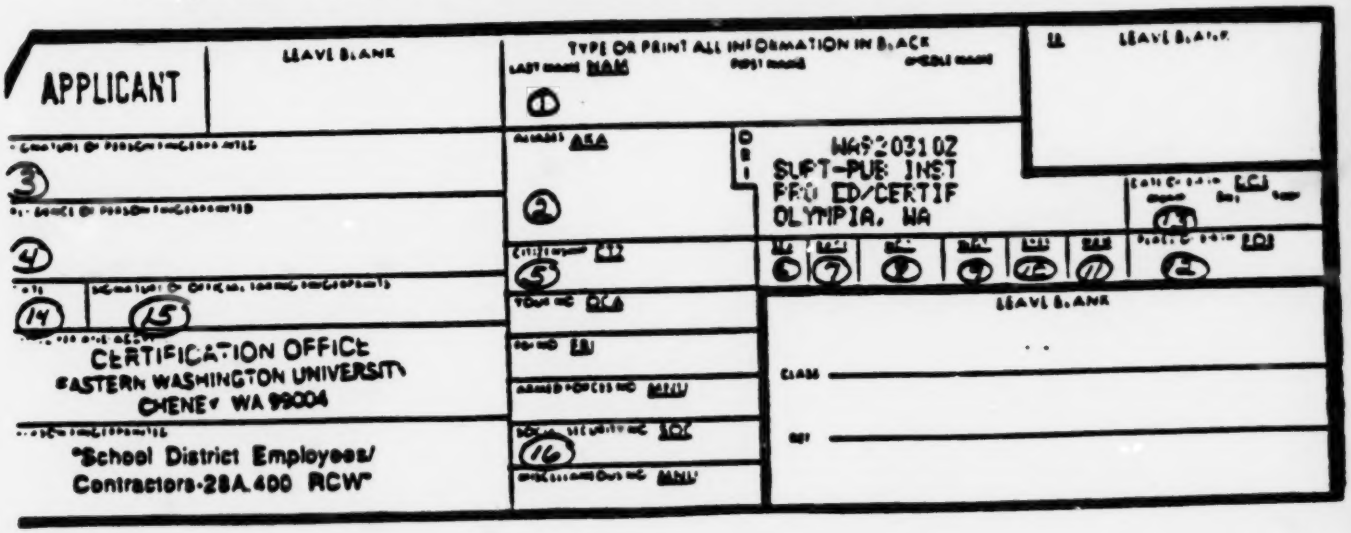
- Obtain a cashier's check, money order, or commercial business account check in the amount of $52.00 made payable to *Washington State Patrol*. Personal checks are not acceptable.
- Obtain an envelope (minimum size 8" by 10") with adequate postage addressed to:

Washington State Patrol
Identification & Criminal History Section
P.O. Box 42633
Olympia, WA 98504-2633

(Cards cannot be bent, folded, etc. or they will be returned)

- Go to a law enforcement agency or someone authorized to take fingerprints. Take the following with you:
  - Two fingerprint cards. Instructions on filling out the top portion of the cards are listed below.
  - $52.00 fee payment.
  - Pre-addressed and stamped envelope.
  - At least one form of picture identification.
  - Be prepared to pay an additional fee to the agency taking your fingerprints (usually $5-$10)
- The authorized fingerprint agency will staple the fingerprint cards with your fee payment and mail them in the envelope you have provided. You are not to mail them yourself.

A copy of the top portion of the fingerprint card is shown with circled numbers indicating which boxes you need to complete. Instructions for each box are listed on the reverse side of this sheet.



TYPE OR PRINT ALL INFORMATION IN BLACK INK

1 Enter your last, first, and middle name.

2 Enter any aliases such as birth, married, or nick names.

3 Wait to sign your name in the presence of the person doing the actual fingerprinting.

4 Enter current address.

5 Enter USA or the country where you hold citizenship.

6 Use the following codes: M for Male
F for Female

7 Use the following codes: I = American Indian or Alaskan Native
A = Asian or Pacific Islander
B = Black
W = White
U = Unknown
(Hispanics should use the code that most closely represents the individual)

8 Use feet and inches, not the metric system.

9 Use pounds.

10 Use the following eye color codes:

BLK = Black	HAZ = Hazel
BLU = Blue	MAR = Maroon
BRO = Brown	MUL = Multicolored
GRY = Gray	PNK = Pink
GRN = Green	XXX = Unknown

11 Use the following hair color codes:

BLK = Black	RED = Red or Auburn
BLN = Blond or strawberry	SDY = Sandy
BRO = Brown	WHI = White
GRY = Gray or Partially Gray	XXX = Unknown

12 Enter the state you were born, do not abbreviate the state. Enter the country you were born if it was out of the USA.

13 Enter your date of birth (MMDDYY).

14,15 The official taking the fingerprints will date and sign here.

16 Enter your Social Security Number.

Here are some suggested law enforcement agencies:

University Police Dept.
Red Barn
Cheney, WA
Charge $5.00
~~Charge $4.00~~ per card
Open M-F 8 a.m.-5 p.m.

Cheney Police Dept.
611 2nd Street
Cheney, WA
Charge $6.00 per card
Open 24 hours a day

Spokane Sheriff Identification Office
Public Safety Bldg.
1100 W. Mallon
Spokane, WA
Charge $5.00 for 2 cards
Open M-F 9 a.m.- 4 p.m.

If you have any questions on the fingerprinting process, please contact the EWU Certification Office at (509) 359-2237 or toll free from Spokane 623-4265.

APPLICANT

LEAVE BLANK

TYPE OR PRINT ALL INFORMATION IN BLACK

LAST NAME NAM FIRST NAME MIDDLE NAME

SIGNATURE OF PERSON FINGERPRINTED

RESIDENCE OF PERSON FINGERPRINTED

DATE | SIGNATURE OF OFFICIAL TAKING FINGERPRINTS

EMPLOYER AND ADDRESS
EASTERN WASHINGTON UNIVERSITY
CERTIFICATION OFFICE
CHENEY, WA 99004-2495

REASON FINGERPRINTED
School District Employees/
Contractors - 28A.400 RCW

ALIASES AKA

ORI WA9203102
SUPT-PUB INST
PRO ED/CERTIF
OLYMPIA, WA

DATE OF BIRTH DOB (Month, Day, Year)

CITIZENSHIP CTZ | SEX | RACE | HGT. | WGT. | EYES | HAIR | PLACE OF BIRTH POB

YOUR NO OCA

FBI NO FBI

ARMED FORCES NO MNU

SOCIAL SECURITY NO SOC

MISCELLANEOUS NO MNU

LEAVE BLANK

CLASS

REF

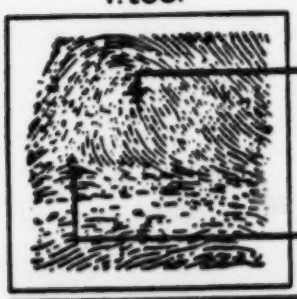
9 THUMB	2 INDEX	3 MIDDLE	4 RING	5 LITTLE
6 THUMB	7 INDEX	8 MIDDLE	9 RING	10 LITTLE

LEFT FOUR FINGERS TAKEN SIMULTANEOUSLY | L THUMB | R THUMB | RIGHT FOUR FINGERS TAKEN SIMULTANEOUSLY

FEDERAL BUREAU OF INVESTIGATION
UNITED STATES DEPARTMENT OF JUSTICE
WASHINGTON, D.C. 20537

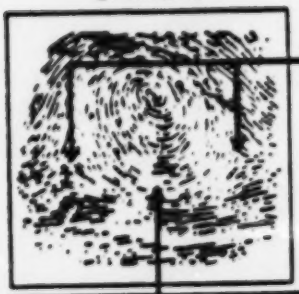
APPLICANT

1. LOOP



THE LINES BETWEEN CENTER OF LOOP AND DELTA MUST SHOW

2. WHORL



THESE LINES RUNNING BETWEEN DELTAS MUST BE CLEAR

3. ARCH

ARCHES HAVE NO DELTAS

FD-258 REV. 12-19-91

TO OBTAIN CLASSIFIABLE FINGERPRINTS

1 USE BLACK PRINTER'S INK
2 DISTRIBUTE INK EVENLY ON INKING SLAB
3 WASH AND DRY FINGERS THOROUGHLY
4 ROLL FINGERS FROM NAIL TO NAIL AND AVOID ALLOWING FINGERS TO SLIP
5 BE SURE IMPRESSIONS ARE RECORDED IN CORRECT ORDER
6 IF AN AMPUTATION OR DEFORMITY MAKES IT IMPOSSIBLE TO PRINT A FINGER MAKE A NOTATION TO THAT EFFECT IN THE INDIVIDUAL FINGER BLOCK
7 IF SOME PHYSICAL CONDITION MAKES IT IMPOSSIBLE TO OBTAIN PERFECT IMPRESSIONS SUBMIT THE BEST THAT CAN BE OBTAINED WITH A MEMO STAPLED TO THE CARD EXPLAINING THE CIRCUMSTANCES
8 EXAMINE THE COMPLETED PRINTS TO SEE IF THEY CAN BE CLASSIFIED BEARING IN MIND THAT MOST FINGERPRINTS FALL INTO THE PATTERNS SHOWN ON THIS CARD (OTHER PATTERNS OCCUR INFREQUENTLY AND ARE NOT SHOWN HERE)

THIS CARD FOR USE BY:

1 LAW ENFORCEMENT AGENCIES IN FINGERPRINTING APPLICANTS FOR LAW ENFORCEMENT POSITIONS *

2 OFFICIALS OF STATE AND LOCAL GOVERNMENTS FOR PURPOSES OF EMPLOYMENT LICENSING AND PERMITS AS AUTHORIZED BY STATE STATUTES AND APPROVED BY THE ATTORNEY GENERAL OF THE UNITED STATES LOCAL AND COUNTY ORDINANCES UNLESS SPECIFICALLY BASED ON APPLICABLE STATE STATUTES DO NOT SATISFY THIS REQUIREMENT *

3 U.S. GOVERNMENT AGENCIES AND OTHER ENTITIES REQUIRED BY FEDERAL LAW **

4 OFFICIALS OF FEDERALLY CHARTERED OR INSURED BANKING INSTITUTIONS TO PROMOTE OR MAINTAIN THE SECURITY OF THOSE INSTITUTIONS

LEAVE THIS SPACE BLANK

INSTRUCTIONS:

*1 PRINTS MUST FIRST BE CHECKED THROUGH THE APPROPRIATE STATE IDENTIFICATION BUREAU AND ONLY THOSE FINGERPRINTS FOR WHICH NO DISQUALIFYING RECORD HAS BEEN FOUND LOCALLY SHOULD BE SUBMITTED FOR FBI SEARCH

2 PRIVACY ACT OF 1974 (P.L. 93 579) REQUIRES THAT FEDERAL STATE OR LOCAL AGENCIES INFORM INDIVIDUALS WHOSE SOCIAL SECURITY NUMBER IS REQUESTED WHETHER SUCH DISCLOSURE IS MANDATORY OR VOLUNTARY BASIS OF AUTHORITY FOR SUCH SOLICITATION AND USES WHICH WILL BE MADE OF IT

**3. IDENTITY OF PRIVATE CONTRACTORS SHOULD BE SHOWN IN SPACE "EMPLOYER AND ADDRESS" THE CONTRIBUTOR IS THE NAME OF THE AGENCY SUBMITTING THE FINGERPRINT CARD TO THE FBI

4. FBI NUMBER IF KNOWN SHOULD ALWAYS BE FURNISHED IN THE APPROPRIATE SPACE

MISCELLANEOUS NO. - RECORD OTHER ARMED FORCES NO., PASSPORT NO. (PP), ALIEN REGISTRATION NO. (AR), PORT SECURITY CARD NO. (PS), SELECTIVE SERVICE NO. (SS), VETERANS ADMINISTRATION CLAIM NO. (VA).

☆ U.S.G.P.O. 1988 213-323/40014

BEST COPY AVAILABLE

Appendix B:

Supervision Handbook

SCHOOL COUNSELING INTERN

SUPERVISION HANDBOOK

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INTRODUCTION

Internship is a vital experience for a student counselor, providing opportunities for application and integration of knowledge and skills. Your involvement with the internship program provides an important service to the profession and the counseling intern. The Intern Supervision Handbook is designed to serve as a guide for you as a counseling intern supervisor.

The objectives of the internship reflect the 1988 standards as set forth by the Washington State Board of Education. The counseling intern's progress should be based on the satisfactory completion of the listed objectives. Before certification all candidates must demonstrate knowledge and skill at the initial level as described within the Washington Administrative Code.

We thank you for your time and involvement with counseling interns. Please contact us if you have any questions or concerns.

Dr. Jay M. Toews
Counseling and Development Program
Department of Applied Psychology, MS 92
Eastern Washington University
Cheney, WA 99004
(509) 359-6196/(509) 458-6200 Ext. 6196 (from Spokane)

COUNSELING PROGRAM PHILOSOPHY

The Eastern Washington University Counseling and Development Program reflects current knowledge of effective counseling practices within a rapidly changing society. Students acquire knowledge and skills in counseling theories and techniques, human development, school counseling systems, career development, family dynamics, and community resources. Students gain an awareness of social changes and the impact of those changes on the children in the K-12 school system. Special emphases are placed on ethical and legal issues, the treatment of substance abuse and addiction, suicide prevention and intervention, understanding and prevention of violence and abuse, and other contemporary social problems.

A cooperative relationship between a counselor education program and the K-12 school system allows the two systems to share ideas and resources. The supervision of the counseling intern is one of the opportunities for the two agencies to work together.

GENERAL GOALS OF THE COUNSELING PROGRAM

The counseling program is committed to the preparation of school counselors in a manner consistent with the 1988 guidelines and with the educational goals of the K-12 schools. Certified counselors from Eastern Washington University will:

1. Demonstrate competence in areas indicated by the 1988 Certification Standards.
2. Demonstrate academic skills appropriate for a master's degree.
3. Design counseling programs and strategies in accordance with the goals of Washington K-12 schools.
4. Perform in a manner consistent with the AACD Code of Ethics and with state and federal laws.
5. Provide leadership to the school, the community, and the counseling profession.
6. Maintain a plan for personal and professional development.

COUNSELING INTERNSHIP OBJECTIVES

Objectives for the counseling internship (APSY 695) are consistent with state requirements as listed in WAC 180-78-295--specific knowledge and skills for ESA, school counselor, sections 2 through 6. The supervisor is asked to mark each objective at the end of the intern experience, and sign to show student's completion.

NA	=	Not Appropriate for Setting
DE	=	Demonstrated
ND	=	Not Demonstrated

A. INDIVIDUAL AND GROUP COUNSELING

The intern will:

		NA	DE	ND
1.	Demonstrate appropriate communication skills in individual and group counseling settings.			
2.	Determine appropriate goals and procedures for individual clients.			
3.	Relate the effect of individual counseling sessions to the student's life within the school system.			
4.	Demonstrate effective individual counseling techniques.			
5.	Maintain confidential relationships with students.			
6.	Address career concerns of students in individual counseling sessions.			
7.	Explain how he/she decides when counseling needs have been met.			
8.	Explain how selection of group counseling goals and procedures relate to growth of students as unique persons and as part of educational systems.			
9.	Apply group member selection criteria and procedures.			
10.	Identify appropriate applications for group guidance and group counseling within the school setting.			

		NA	DE	ND
11.	Help group understand dynamics operating during group activities, including those which help the group attain its goals and those which restrict the group.			
12.	Explain how he/she determines the effectiveness of the group process.			
13.	Describe small group or classroom procedures appropriate for career counseling of students.			
14.	Present group guidance information to students.			
15.	Intervene effectively in student crises.			

B. CONSULTATION AND REFERRAL

The intern will:

		NA	DE	ND
16.	Communicate effectively with pupils, parents, teachers, and other members of the school system.			
17.	Discuss student progress with parents in parent conference.			
18.	Effectively organize information both orally and in writing.			
19.	Use test profiles as an aid in student advisement or parent consultation.			
20.	Identify sources of referral within the community.			
21.	Describe the referral process.			

C. ASSESSMENT AND DIAGNOSIS

The intern will:

		NA	DE	ND
22.	Describe one or more modes of identification of gifted students.			
23.	Describe placement options for gifted students.			
24.	Observe students in each category of exceptionality (as outlined in PL 94-142) who are served within the school.			
25.	Participate in development of an IEP.			

	NA	DE	ND
26. Participate in planning and conducting a case conference.			
27. Interpret diagnostic information from norm referenced, criterion referenced, and information sources.			

D. PROGRAM PLANNING, MANAGEMENT EVALUATION

The intern will:

	NA	DE	ND
28. Review counseling program and student needs information available at the school.			

E. PROFESSIONALISM

The intern will:

	NA	DE	ND
29. Identify cultural variety within the given groups of the school.			
30. Create education environments which contribute to the self esteem of all persons and to positive human relationships.			
31. Facilitate understanding the beliefs, values and life styles of individuals from diverse groups and cultures.			
32. Identify counselor requirements which relate to federal, state, and local laws, regulations, and policies.			
33. Identify ethical solutions to professional problems.			
34. Act in a manner consistent with the AACD and ASCA Codes of Ethics.			
35. Work efficiently within a school system.			
36. Apply principles of helping profession to eliminate person abuse and facilitates stress reduction.			

F. ADDITIONAL DESIRED OBJECTIVES (dependent upon available resources at the cooperating school)

The intern will:

		MA	DE	ND
37.	Assist students in peer helper processes.			
38.	Coordinate activities with school psychologists, nurses, social workers, and/or community service providers.			
39.	Assist in providing parent education.			
40.	Work effectively with ethnically and/or culturally diverse students.			
41.	Work effectively with students from special needs groups, e.g., gifted and talented, developmentally disabled, learning disabled, behaviorally disabled.			
42.	Demonstrate knowledge for working with problems of current socio-educational concerns, e.g., drug/alcohol use, HIV, violence in schools.			

Supervisor's Signature _____ Date _____

Interns will develop a portfolio to show work samples of the following competencies:

1. initial interview, background information, problem identification;
2. sample counseling plan for individual counseling describing techniques appropriate to student's developmental level and sociocultural background;
3. sample of one individual counseling session including session notes and assessment of the session effectiveness;
4. sample group counseling plan;
5. evaluation of the effectiveness of a group intervention;
6. example of counseling with student having exceptional needs;
7. example of counseling with students of ethnic or racial minorities;
8. special interventions (crisis intervention; referral to community agency, etc.);
9. sample of active participation in IEPs and MDTs;
10. sample of parent education program;
11. consultation with teachers and administrators;
12. community outreach/liaison with other agencies in counseling;
13. use of appropriate assessments;
14. case presentation;
15. presentation to students regarding high risk behaviors for prevention;
16. report of a contribution to understanding of an ethical issue or legal issue in the school;
17. other

REQUIRED INTERNSHIP ACTIVITIES

1. Individual Counseling

The intern must meet with students in individual sessions. This commonly starts with co-counseling activities, then moves on toward greater independence. The intern should be ready for his or her own caseload by the second quarter of the experience.

Interns are required to supply audio tapes to the university supervisor. The process of gaining parental permission for audio taping of student counseling sessions is to be determined by the district. Either the intern may send out permission slips or the school may prefer to have the slips sent out by the master counselor. The permission process needs to start at the beginning of the internship in order to comply with the taping requirement. The intern needs one tape for approximately each 15 hours of internship time (one tape per week for two quarter interns).

Interns are required to maintain written records of all individual sessions. Records should contain the purpose or goal for the session, action taken including the techniques employed, and future plans, homework for students, and a long-term goal if appropriate.

2. Group Counseling

Interns are required to partially or fully lead at least one group during their experience. Most interns propose plans and establish their own group although some schools prefer to have the master counselor serve as a co-facilitator. The intern is required to have plans for each group session approved by the master counselor before the session begins. The master counselor should initial and date the plans to designate approval. The overall group plan should also be approved by the university supervisor.

3. Other Counseling Activities

The intern should participate in all counseling activities of the school. This does not, however, include non-counseling duties which a school may expect of a counselor. For example, hall duty, lunch duty, and bus duty are not counted as part of the school counseling internship hours. The lunch hour is frequently the time when the intern is most able to gain access to students without disturbing class schedules.

4. Meetings and Inservice Events

The counseling intern is encouraged to participate in faculty meetings, MDT meetings, counselor meetings, and available inservice sessions, but should not be expected to attend all meetings of the school. The intern may use these hours as a part of the internship. The intern is required to maintain a log of all internship experiences.

REQUIRED DOCUMENTATION

The student must provide the following information at the regularly scheduled meetings with the university supervisor. Remote students must mail the documentation and maintain telephone contact at regular intervals as determined in cooperation with the university supervisor.

1. Provide counseling tapes (approximately one for each 15 hours of internship time). Self-critiques of the tapes should also be included.

2. Maintain a log of counseling activities. The log should include the following:
   a. daily record of activities
   b. plans for all group sessions (signed approval prior to the session by master counselor).
   c. casenotes of all individual sessions with a summary of the happenings.
   d. feedback statements from weekly session with master counselor.

MASTER COUNSELOR ROLE

1. Help the intern to become a part of the school system. It is sometimes difficult for the intern to feel a part of the system and to meet the faculty of the school.

2. Determine an appropriate sequence of activities for the intern. The university can recommend a desired sequence of activities but the master counselor is the one who must interpret the needs of the candidate in terms of the actual school system.

3. Report any concerns immediately to the university supervisor. The greatest problem occurs in internships when the feedback reported to the intern and the information provided to the university supervisor are either neutral or positive; and then, late in the experience, dissatisfaction is expressed by the master counselor. A master counselor may be attempting to give an intern maximum opportunities to improve. If the intern does not improve, however, it may be too late for the university supervisor to effectively intervene. Report any behavior considered unusual or inappropriate for a counselor.

4. Inform the intern of rules, policies, and procedures of the school. This is particularly critical in areas such as substance abuse, pregnancy, suicide attempts, and child abuse. It is also important, however, for the intern to be aware of policies regarding tardiness, parking, and the faculty room.

5. Assist the intern in finding clients and in gaining time to work with those clients.

6. Help the intern in locating other important resource persons within the school.

7. Provide regular written and oral feedback for the intern.

8. Rate the intern on all objectives at the end of the internship, and write a non-confidential recommendation for the intern (supervisor recommendations are required by law to be non-confidential).

COMPARISON BETWEEN INTERNSHIP AND STUDENT TEACHING

Candidates for professional positions within the school setting commonly must engage in a variety of field experiences, the most common being internship and student teaching. Although intern experiences are similar to the experiences of student teachers, a number of differences do exist and, therefore, the following information is provided for role clarification.

1. Scheduled Time in the School

The counseling internship is 20 hours per week for three consecutive quarters. A minimum of 600 hours is required for the internship. A counseling internship may be scheduled in a variety of patterns. It is required that the schedule be agreed upon by the K-12 system, the intern, and the university supervisor and is strictly maintained unless an alternate plan is agreed upon by all parties. Interns typically carry additional coursework and/or may work on a part-time or full-time basis.

2. Role of the University Supervisor

The university supervisor for the student teacher observes directly in the K-12 setting on a frequent basis. Supervision by the university counselor supervisor is usually done away from the K-12 setting. Local interns are required to meet with the university supervisor on a regularly scheduled basis. Remote interns are required to make telephone contact with the university supervisor, also on a regularly scheduled basis. Both must submit tapes and counseling logs at intervals agreed upon by the intern and the university supervisor.

The university supervisor sets up the experience in the beginning, telephones the master counselor and the principal at intervals throughout the internship, visits the school typically about two times, or more often if needed. Remote interns are visited at least two times during the experience.

3. Role of the Master Teacher/Master Counselor

The master teacher and the master counselor serve essentially the same role within the school except that the counselor often does not have direct access to the sessions. A counseling intern must be supervised by a counselor with at least 2 years of experience. The master counselor may sit in on sessions, listen to tapes, review written materials, talk with students and concerned adults, and debrief activities with the intern. The master counselor is asked to review all group plans prior to implementation and to meet with the intern and write weekly comments in the intern's log.

APPENDIX I

INTERN SELF REPORTING FORMS

SELF-RATING BY THE STUDENT COUNSELOR

DIRECTIONS: The practicum counselor may use this form for self-evaluation after a counseling session by answering each question, rating him/herself from 1 to 5 on each. This should help the student counselor improve counseling sessions and counseling skills.

COUNSELOR_____ COUNSELEE_____ DATE_____

Preparation for the Interview	Yes——No
1. Counselor physically and mentally alert?	1 2 3 4 5
2. Adequate time scheduled?	1 2 3 4 5
3. Privacy and freedom from interruption?	1 2 3 4 5
4. Meeting place comfortable and conducive to counseling?	1 2 3 4 5
5. Effective use of client's background data?	1 2 3 4 5
6. Client information needs met?	1 2 3 4 5

Development of the Interview	
1. Approach appropriate for the client?	1 2 3 4 5
2. Free communication encouraged?	1 2 3 4 5
3. Client felt free to express negative feelings?	1 2 3 4 5
4. Client had opportunity to release tension?	1 2 3 4 5
5. Counselor attitude one of objectivity?	1 2 3 4 5
6. Counselor attitude one of sincere caring?	1 2 3 4 5
7. Counselor showed genuine respect for the client?	1 2 3 4 5
8. Counselor followed client leads?	1 2 3 4 5
9. Client was helped to express and clarify feelings?	1 2 3 4 5
10. Client moved toward a more positive, hopeful attitude?	1 2 3 4 5
11. Client moved toward greater self-awareness?	1 2 3 4 5
12. Client moved toward greater self-acceptance?	1 2 3 4 5
13. Increased client acceptance of responsibility for self?	1 2 3 4 5

Planning for Next Session	
1. Areas with which to follow through identified?	1 2 3 4 5
2. Client activities between sessions identified?	1 2 3 4 5
3. Client appraised of activities of next session?	1 2 3 4 5
4. Definite meeting time and place established?	1 2 3 4 5
5. Counselor aware of techniques and materials to be used?	1 2 3 4 5

COMMENTS:

Please remove and copy as needed to fulfill weekly requirement.

TAPE RATING FORM

Counselor Name_____ Date_____

Reviewer Name_____ Date_____

Rate each item on the scale with "5" high.

1. Opening: 1 2 3 4 5
   unstructured, friendly, pleasant
   Comments:

2. Rapport: 1 2 3 4 5
   harmonious, close
   Comments:

3. Counselor reaction to counselee emotion, feelings, thoughts: 1 2 3 4 5
   accepting, facilitating
   Comments:

4. Counselor handling of values: 1 2 3 4 5
   accepting, nonjudgmental
   Comments:

5. Counselor vocabulary-level and amount of talk: 1 2 3 4 5
   appropriate for counselee
   Comments:

6. Responsibility: 1 2 3 4 5
   counselor aids counselee in accepting responsibility
   Comments:

7. Use of silence: 1 2 3 4 5
   effective
   Comments:

8. Closure: 1 2 3 4 5
   natural, gave direction
   Comments:

9. Overall rating: 1 2 3 4 5
   Comments:

Please remove and copy as needed to fulfill weekly requirement.

WEEKLY SUPERVISION REPORT

Student Name_____ Date_____

The supervisor meets with the practicum student once per week. Prior to this meeting the student fills out the first portions of this report and the supervisor adds comments pertinent to the week's accomplishments.

I. Activities completed:

II. Individual counseling sessions: identify counselees by initials. Note purpose of each session and procedure used. Use back of page or additional sheets if necessary.

III. Group counseling sessions: note goals and procedures used along with a statement of effectiveness.

IV. Supervisor Comments:

Supervisor Signature_____

Please remove and copy as needed to fulfill weekly requirement.

APPENDIX II

SUPERVISOR QUARTERLY ASSESSMENT FORMS

INTERN ASSESSMENT

Directions: Site supervisor is to complete this form in duplicate. One copy is for the student; the other copy is for the EWU Internship Coordinator. These are due the ninth week of each quarter.

The areas listed below serve as a general guide for the activities typically engaged in during the counseling internship. Please rate the student on the activities listed below in which he/she has engaged using the following scale:

P–	Functions proficiently and/or independently.
S–	Functions satisfactorily and/or requires occasional supervision.
U–	Requires close supervision in this area.
NA–	Not applicable to this internship experience.

Name of Intern _____ Signature of Supervisor _____

Site _____ Date _____

TRAINING ACTIVITIES

_____	1.	Intake Interview
_____	2.	Individual Counseling
_____	3.	Group Counseling
_____	4.	Couples Counseling/Family Counseling
_____	5.	Career Counseling
_____	6.	Assessment
_____	7.	Consulting/Intervention
_____	8.	Outreach/Community Work
_____	9.	Report Writing
_____	10.	Case Conference
_____	11.	Supervision: Individual/Group
_____	12.	Other (please list) _____

Note: Please use the space on the other side for any comments that would be helpful in assessing this student's progress. (Student may comment upon exceptions to ratings, if any.)

Three Intern Assessment forms have been provided in this handbook (one for each quarter that the student will be evaluated by the supervisor). Please remove each form as needed, complete, make one copy and forward to the Internship Coordinator in the Department of Applied Psychology, Eastern Washington University.

INTERN ASSESSMENT

Directions: Site supervisor is to complete this form in duplicate. One copy is for the student; the other copy is for the EWU Internship Coordinator. These are due the ninth week of each quarter.

The areas listed below serve as a general guide for the activities typically engaged in during the counseling internship. Please rate the student on the activities listed below in which he/she has engaged using the following scale:

P–	Functions proficiently and/or independently.
S–	Functions satisfactorily and/or requires occasional supervision.
U–	Requires close supervision in this area.
NA–	Not applicable to this internship experience.

Name of Intern _____ Signature of Supervisor _____

Site _____ Date _____

TRAINING ACTIVITIES

_____	1.	Intake Interview
_____	2.	Individual Counseling
_____	3.	Group Counseling
_____	4.	Couples Counseling/Family Counseling
_____	5.	Career Counseling
_____	6.	Assessment
_____	7.	Consulting/Intervention
_____	8.	Outreach/Community Work
_____	9.	Report Writing
_____	10.	Case Conference
_____	11.	Supervision: Individual/Group
_____	12.	Other (please list) _____

Note: Please use the space on the other side for any comments that would be helpful in assessing this student's progress. (Student may comment upon exceptions to ratings, if any.)

Three Intern Assessment forms have been provided in this handbook (one for each quarter that the student will be evaluated by the supervisor). Please remove each form as needed, complete, make one copy and forward to the Internship Coordinator in the Department of Applied Psychology, Eastern Washington University.

INTERN ASSESSMENT

Directions: Site supervisor is to complete this form in duplicate. One copy is for the student; the other copy is for the EWU Internship Coordinator. These are due the ninth week of each quarter.

The areas listed below serve as a general guide for the activities typically engaged in during the counseling internship. Please rate the student on the activities listed below in which he/she has engaged using the following scale:

P–	Functions proficiently and/or independently.
S–	Functions satisfactorily and/or requires occasional supervision.
U–	Requires close supervision in this area.
NA–	Not applicable to this internship experience.

Name of Intern _____ Signature of Supervisor _____

Site _____ Date _____

TRAINING ACTIVITIES

_____	1.	Intake Interview
_____	2.	Individual Counseling
_____	3.	Group Counseling
_____	4.	Couples Counseling/Family Counseling
_____	5.	Career Counseling
_____	6.	Assessment
_____	7.	Consulting/Intervention
_____	8.	Outreach/Community Work
_____	9.	Report Writing
_____	10.	Case Conference
_____	11.	Supervision: Individual/Group
_____	12.	Other (please list) _____

Note: Please use the space on the other side for any comments that would be helpful in assessing this student's progress. (Student may comment upon exceptions to ratings, if any.)

Three Intern Assessment forms have been provided in this handbook (one for each quarter that the student will be evaluated by the supervisor). Please remove each form as needed, complete, make one copy and forward to the Internship Coordinator in the Department of Applied Psychology, Eastern Washington University.

APPENDIX III

COUNSELING INTERNSHIP AGREEMENTS

EASTERN
EASTERN WASHINGTON UNIVERSITY
CHENEY • SPOKANE

COUNSELING INTERNSHIP AGREEMENT

Students must submit this signed form to the university supervisor before beginning the counseling internship experience.

(A) I attest that I have read and understand the American School Counselor Association (a division of the American Association for Counseling and Development) Code of Ethics and will practice my counseling in accordance with these standards. I further understand that any breach of this code or any unethical behavior on my part will be placed in my record and could result in the termination of the internship experience.

(B) I understand that my responsibilities include keeping my site and university supervisors informed regarding my internship experience.

(C) I understand that I will not be issued a passing grade until I have demonstrated a specified minimal level of counseling knowledge and skills, and submitted the required documentation to the university supervisor.

(D) I understand that I must be at the internship site during all scheduled times unless I have prior permission from both the internship and university supervisors. In the event of illness or family emergency I will immediately contact both the school and university professors.

(E) I understand that a part of my experience includes the taping of students during counseling sessions and reviewing those tapes before submitting them to the university supervisor. I am aware that I cannot complete the internship without meeting this requirement. I agree to provide the tapes and to treat those tapes in a confidential and responsible manner.

(F) I understand that I must maintain a log of my counseling internship experience. Entries in this log should include: date, time, and nature of contact or task. I will log all counseling related contacts and duties. This documentation will be submitted to the university supervisor at the completion of my internship experience.

(G) I understand that I must keep a record of my weekly contact with my site supervisor. I will document the date, time, and brief description of what we did during our supervision meeting (e.g., case staffing, reviewing of tapes, discussion of school procedure). Th' ocumentation will be submitted to the university supervisor at the completion of my internshi experience.

(H) I understand that I will develop a portfolio to be reviewed by my site supervisor and university supervisor and will be used for evaluation purposes. The portfolio will be my professional property which I may use in applying for counseling positions.

(I) I understand that at the completion of my internship experience, the site supervisor must submit a letter of evaluation to the university supervisor. This letter will be a frank evaluation of my counseling strengths and weaknesses.

Intern Signature	Date
Site Supervisor Signature	Date
University Supervisor Signature	Date

DEPARTMENT OF APPLIED PSYCHOLOGY
135 Martin Hall • Mail Stop 92 • Cheney, WA 99004 • (509) 359-2827
EOE

MEMORANDUM OF AGREEMENT

WAC 180-78-170 (2)

This AGREEMENT, made and entered into this _____ day of _____, 199__ by and between the DEPARTMENT OF APPLIED PSYCHOLOGY, COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT, EASTERN WASHINGTON UNIVERSITY, (hereinafter referred to as the UNIVERSITY) and _____ (hereinafter referred to as the SCHOOL DISTRICT).

WITNESSETH:

WHEREAS, the UNIVERSITY provides an academic program in Counseling and periodically desires to have its students receive internship experiences by utilization of the facilities and personnel of the SCHOOL DISTRICT; and WHEREAS, the SCHOOL DISTRICT provides counseling services; and WHEREAS both the UNIVERSITY and the SCHOOL DISTRICT are committed to the goal of providing the highest quality counseling personnel:

NOW, THEREFORE, in consideration of the foregoing and in further consideration of the mutual benefits of such a program of internship the parties to this Agreement agree that the PROGRAM shall be covered by and subject to the following conditions:

I. MUTUAL RIGHTS AND RESPONSIBILITIES

1. There will be no discrimination with regard to race, creed, color, sex, age, national origin or the presence of any sensory, mental, or physical handicap in the selection, assignment, and education of these students;
2. Autonomy of the UNIVERSITY and SCHOOL DISTRICT will be observed at all times;
3. Visits by the UNIVERSITY staff to the SCHOOL DISTRICT for the purposes of planning and evaluating the University Program, discussing Counseling Intern performance, and arranging for additional educational experiences will be welcome. These visits will be scheduled with the SCHOOL DISTRICT at a mutually agreeable time;
4. The SCHOOL DISTRICT shall be insured;
5. The Counseling Intern(s) shall be required to follow all rules, regulations, and procedures of the SCHOOL DISTRICT as required of a SCHOOL DISTRICT employee. These shall be made available to the Counseling Intern through the SCHOOL DISTRICT'S designated Site Supervisor;

6. The Counseling Intern and the SCHOOL DISTRICT staff shall strive to conduct themselves in accordance with the Code of Ethics of the American Counseling Association, American School Counselors Association, and with the law of the state in which the SCHOOL DISTRICT is located;
7. Publication by Counseling Intern or UNIVERSITY staff of any material based on the educational experience at the SCHOOL DISTRICT will require prior approval of the SCHOOL DISTRICT and the UNIVERSITY; and
8. Removal of a Counseling Intern from the Program may be executed by either the SCHOOL DISTRICT or the UNIVERSITY, immediately if deemed necessary. In every case of removal, mutual agreement by each party will be the goal.

II. RESPONSIBILITIES OF THE UNIVERSITY

1. The UNIVERSITY assumes responsibility for the academic preparation of the Counseling Intern and guarantees that the Counseling Intern shall have satisfactorily completed such preparation prior to being assigned to the Internship Program;
2. The UNIVERSITY shall appoint an Academic Coordinator/Supervisor of the Internship Program to act as liaison between the Parties and to arrange the schedule of Counseling Intern assignments in cooperation with the SCHOOL DISTRICT;
3. The UNIVERSITY will provide the SCHOOL DISTRICT with each Counseling Intern's resume including information regarding level of preparation and prior experience, and will provide materials for the evaluation of the Counseling Intern;
4. The UNIVERSITY will ensure that all Counseling Interns will be cleared by the Washington State Patrol and the Federal Bureau of Investigation in accordance with RCW 43.43.830 for the State of Washington and will notify school district personnel of their clearance. Should either of these checks not be confirmed for a candidate prior to the beginning date for counseling internships, it is understood that the candidate will not have unsupervised access with students until cleared;
5. The UNIVERSITY retains the responsibility for the determination of the Counseling Intern's final grade for the Internship experience; and
6. The UNIVERSITY will provide written notice of the Counseling Intern's assignments sixty (60) days in advance.

III. RESPONSIBILITIES OF THE SCHOOL DISTRICT

1. The SCHOOL DISTRICT shall designate a Site Supervisor to act as liaison with the UNIVERSITY to provide for supervision of the Counseling Intern and to provide the Counseling Intern and the UNIVERSITY with feedback on the Counseling Intern's performance regarding the following:
   1. Intake Interviewing
   2. Individual Counseling
   3. Career Counseling
   4. Testing: Administration & Interpretation
   5. Report Writing
   6. Consultation
   7. Psycho/Educational Activities
   8. Group Counseling
   9. Case Conference/Staff Presentation
   10. Research
   11. Special Populations
2. The SCHOOL DISTRICT shall ensure the designated Site Supervisor hold a valid ESA Certification in School Counseling;
3. The SCHOOL DISTRICT will provide a student case load appropriate to the Counseling Intern's level and ability and of adequate size and variety to help expedite the educational experience;
4. The SCHOOL DISTRICT shall provide learning experiences, such as attendance at seminars, workshops, and clinics and use of library facilities, as available and appropriate if no cost to the SCHOOL DISTRICT are incurred;
5. The SCHOOL DISTRICT shall provide the Counseling Intern with practical experience as required;
6. The SCHOOL DISTRICT will evaluate the Counseling Intern's professional competencies, and will notify the UNIVERSITY as soon as possible of any problems arising with the Counseling Intern or Program;
7. The SCHOOL DISTRICT shall notify the UNIVERSITY at least thirty (30) days in advance of any changes that will affect the SCHOOL DISTRICT'S ability to provide an Internship experience as outlined in paragraphs 1 through 6 above;
8. The SCHOOL DISTRICT shall have responsibility for the care rendered its students however will not be responsible for non-performance, illegal acts, or malpractice on the part of the Counseling Intern; and
9. The SCHOOL DISTRICT and site supervisor will provide a general orientation for the Counseling Intern and the UNIVERSITY staff covering the rules, regulations, procedures, facilities, and equipment of the SCHOOL DISTRICT.

Once executed and signed by the appropriate officials representing each party, this Agreement shall be for the term of three years and thereafter from year to year unless terminated in writing by either party with ninety (90) days prior notice.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed on the day, month, and year first above written.

ATTEST:

EASTERN WASHINGTON UNIVERSITY

BY: _____
University Officer

BY: _____
Chair, Applied Psychology

BY: _____
Internship Coordinator

SCHOOL DISTRICT

BY: _____

BY: _____

Please sign and return to the Internship Coordinator. An executed copy will be returned to the SCHOOL DISTRICT.

Appendix C:

Group Supervision Course Syllabus

APSY 697 Internship: School Counseling

Group Supervision Section

Winter Quarter 1995

Wednesdays 9:00 - 10:30 am

Room 406, Spokane Center

.....

INSTRUCTOR: Cass Dykeman, Ph.D., NCC, NCSC
135L Martin Hall
(h) 838-7021
(w) 359-2827
email: JDYKEMAN@EWU.EDU

PREREQUISITES:

1. Admission to school counseling track.
2. Degree or certification candidacy.
3. Current placement on internship site.
3. Permission of instructor.

COREQUISITES: Currently placed in school counseling internship.

COURSE DESCRIPTION: University supervision of internship activities.

TEXTBOOK: Professional Development Guidelines for School Counselors: A Self-Audit. Alexandria, VA: ACA. [purchase appropriate level guidelines]

ASSIGNMENTS:

Case Conferences:

The exact number of case conferences required of each student will depend on the number of students enrolled. Presentation of two kinds of case conferences will be required:

A. *Counseling:* Each student will present a 30 minute tape (audio or video) of an individual counseling session. Also required for the conference will be a two page counseling summary that will be distributed to seminar members.

B. *Program*: Each student will present a 30 minute tape (audio or video) of a small group counseling or large group guidance program they initiated in their school. Also required for the conference is a two page summary that will be distributed to seminar members.

ATTENDANCE POLICY: Given the nature of the course, attendance is mandatory. More than one absence in the course will result in loss of credit.

GRADING PROCEDURES:

Total points possible: 100.

1. Counseling Case Conferences- 40 points.
2. Program Case Conferences- 40 points.
3. Portfolio Updates- 20 points.

WEEKLY SCHEDULE:

Week I: (Jan. 4)

Case Conferences

Week II: (Jan. 11)

Case Conferences

Week III (Jan. 18)

Case Conferences

Week IV: (Jan. 25)

Case Conferences

Week V: (Feb. 1)

Case Conferences

Week VI: (Feb. 8)

Case Conferences

Week VII: (Feb. 15)

Case Conferences

Week VIII: (Feb. 22)

Case Conferences

Week IX: (March 1)

Case Conferences

Week X: (March 8)

Case Conferences

Week XI: (March 15)

Portfolio Review

.....

CERTIFICATION:

This course is designed to partially meet requirements set forth in WAC 180-78-280.

ACCREDITATION:

This course is designed to meet CACREP requirements set forth in Section III (I.3) Clinical Instruction.